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CORRESPONDENCE STUDY DEPARTMENT, A HISTORICAL SKETCH.

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THE DEPARTMENT OF CORRESPONDENCE STUDY AT THE UNIVERSITY OF MINNESOTA STRESSED LIBERAL ARTS CREDIT COURSES DURING ITS EARLY PERIOD. EXCEPT DURING 1933-37, GROWTH BETWEEN 1913 AND 1953 WAS RAPID AND QUITE CONSISTENT, RISING FROM 83 REGISTRATIONS IN 1913-14 TO 3,458 IN 1952-53. TEACHERS, COLLEGE GRADUATES, HIGH SCHOOL STUDENTS PREPARING FOR COLLEGE, HIGH SCHOOL AND COLLEGE STUDENTS SEEKING EXTRA CREDITS, TECHNICAL AND SEMIPROFESSIONAL WORKERS, PRISONERS, MILITARY PERSONNEL (IN CONJUNCTION WITH THE UNITED STATES ARMED FORCES INSTITUTE DURING 1941-47 AND UNDER THE GI BILL SINCE 1946) HAVE COMPRISED THE MAJOR CLIENTELE. THE PROGRAMS FOR SERVICEMEN AND AN EXPERIMENT WITH EDUCATIONAL RADIO PROVED LESS THAN SUCCESSFUL, BUT OTHER EFFORTS, INCLUDING A 1955 SERIES OF TELEVISED COURSES IN CHILD PSYCHOLOGY, HAVE SHOWN GREAT SUCCESS. ANALYSES OF CORRESPONDENCE RECORDS OVER THE YEARS HAVE SHOWN, AMONG OTHER THINGS, AN OVERALL COMPLETION RATE OF OVER 50 PERCENT), AN AVERAGE COMPLETION TIME OF 28 WEEKS PER COURSE, AND A PREDOMINANCE OF CREDIT STUDENTS AND THOSE WITH ADVANCED ACADEMIC STANDING. (ALSO INCLUDED ARE A CHART AND TWO TABLES, COURSE AND CREDIT, CHIEF ADMINISTRATORS, ADMINISTRATIVE RESPONSIBILITY, AND PROPOSED AREAS FOR EXPANDED USE OF UNIVERSITY CORRESPONDENCE STUDY.) (LY)

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CORRESPONDANCE STUDY DEPARTMENT .... A Historical Sketch

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UNIVERSITY OF MINNESOTA

CORRESPONDENCE STUDY DEPARTMENT

. . . . *a historical sketch*

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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GENERAL EXTENSION DIVISION

Minneapolis 14

THE UNIVERSITY OF MINNESOTA CORRESPONDENCE STUDY DEPARTMENT

The University of Minnesota General Extension Division was officially established on July 1, 1913, and in its first organization there was a Department of Class Instruction; one of Correspondence Study, and one of lecture and lyceum, later called the Department of Community Services. This formal departmentalization under the director of the General Extension Division was not, however, the first Minnesota effort to provide correspondence education. As early as 1904, the University had some unofficial connection with a correspondence and home study program. This was apparently an individual effort of Dr. D. L. Kiehle, who was not affiliated with the University at the time he established home study courses, but had been a professor of pedagogy. In 1904 he ". . . organized with the approval and co-operation of the Department of Public Instruction a home study and correspondence course of instruction. The idea upon which the plan is based is to continue, at home, courses begun in the University Summer School, or to finish in the summer school courses begun at home." The instruction was to be under the direction of University professors and included courses in pedagogy, psychology, political science, Latin, English, rhetoric, German, and philosophy. There is no evidence as to the success or failure of this first, and presumably individually inspired, venture in home study.

In 1909 the University made funds available for extension courses, including correspondence instruction. The Department of Economics and Political Science received a grant of $5,000 from the 1909 legislature to establish evening classes, correspondence courses and lectures in business subjects. In a report dated May 23, 1910, Professor John H. Gray, who apparently managed the program, indicated that six correspondence courses had been offered: Elements of Business Law, Transportation, Currency and Banking, Elements of Economics, American Government, and Banking Practice. There were 16 registrations, 12 of them in Elements of Economics and American Government. The other courses had one each.

The 1909 legislature also appropriated funds to the College of Education to make ". . . possible a broader use of its facilities, and hereafter the college will aid, as far as possible, men and women away from the university who desire to pursue any studies of its curriculum. The plan adopted places primary emphasis upon correspondence courses outlined for individual students." For the year 1909-10 the College of Education offered courses in educational psychology, history, literature and rhetoric, mathematics and science; in all, 29 different courses. Unfortunately there is no record of the students enrolled in these courses, but certainly the university had taken a firm, and at that time, a courageous academic position relative to correspondence education.

The philosophy that prompted the extension of the University's resources via correspondence courses is important, as correspondence education was in 1909 a very new educational development, and somewhat academically suspect. Even at this late date, 1957, not all of those at professorial rank embrace collegiate correspondence instruction with enthusiasm, and Dr. Richard R. Price, the first director of the General Extension Division, stated that, ". . . he spent a fair share of his time in those first two or three years going about the campus applying hot bricks to cold faculty feet."

In spite of the academic critics and professors of gloom, who thought the University had apostasized its educational integrity, the University published in the 1910 bulletin this statement:

> "The University of Minnesota has definitely entered upon a new and larger phase of its existence by the recognition that it owes a specific service, not only to those who can reside three or four years at the University, but, equally to those aspiring and ambitious young men and women whom circumstances compel to go into active life before completing a university course. It is recognized also that even for college graduates, many of whom do not know what occupation they are to follow when in college, it is fundamentally necessary to keep up studies under expert advice, if such persons are to make the most rapid advancement, to attain the greatest efficiency, or turn out to be the best citizens possible. In other words the University of Minnesota now begins to act upon the theory that in a democracy the whole people must be educated, by entering permanently and definitely upon a system of University Extension Courses. . . . . .
>
> "The developments of the last few years have clearly demonstrated the effectiveness of and necessity for university teaching by correspondence. The foremost American universities have recently recognized this necessity by extending their work beyond the lecture room and the campus, in order to reach students unable to comply with the traditional limitations of university and college study. . . . .
>
> "The courses now offered are designed to afford instruction of a nature that will be of immediate and practical value to the student, as well as training along lines of general scientific and cultural interest. An earnest and personal attempt is being made to contribute to the efficiency of such students as wish to improve their capacity for professional, business or public service. At the same time, the needs of the busy man or woman who wishes to grow along cultural and scientific lines will be met."

The establishment of the University of Minnesota Correspondence Study Department as a department within General Extension Division, or as it was first called, "Extension Services," was a manifestation of a new concept in providing educational opportunity to a greater segment of the adult population. The idea of extending the resources of the colleges and universities probably came from the Chautauqua movement, and became particularly acceptable to the great universities of the midwest. The presidential change at the University of Minnesota in 1911

brought Dr. George Edgar Vincent to the campus. He was forceful and dynamic and a champion of innovation and renovation. Moreover, he was familiar with the Chautauqua movement as his father, Bishop Vincent, had played a prominent role in this religious-educational venture. Perhaps most important of all, Dr. Vincent believed in and advocated continuing education for adults. Further, he thought the state university should assume the responsibility for this education. In this attitude he had been further influenced by President William R. Harper of the University of Chicago, who had specifically pointed out in his acceptance of the presidency in the 1890's the necessity of extending the resources of the University to those unable to come to the campus for full-time participation. Thus at about the turn of the century the pattern was established and correspondence study became a constituent of the collegiate extra-mural services of the American universities, particularly in the central states. Fortunately the University of Minnesota had the leadership to be among the first to offer correspondence education as a part of its extension services. Tribute must be paid to Dr. Richard R. Price and President Vincent for bold, imaginative, and courageous action that has integrated home study as an essential part of the adult educational program of this great university, and who did much, by careful and conservative administration, to dispel academic skepticism of this new kind of educational service.

In 1913 Dr. Vincent secured a $40,000 grant from the Legislature for University extension, and with the appointment of Dr. Price as director, the division was under way. As we have noted, some correspondence courses (and certainly some evening classes) were available through the independent efforts of the resident departments. One of the main purposes of the Division was to unify, co-ordinate and plan the extension work for the entire University, and thus the correspondence study section acquired all of the available departmental courses and immediately launched an expanding program. Dr. Price and his staff were apparently able to persuade many of the faculty to write courses for teaching by mail. We note a significant increase in the number of courses described in the first correspondence bulletin published by the Extension Division. The 1913-14 bulletin lists courses as follows: Astronomy—1; Botany—4; Economics—10; Education and Psychology—10; Geology—4; German—10; Greek—5; History—6; Latin—6; Literature and Rhetoric—5; Mathematics—8; Music—2; Public Speaking—3; Romance Languages—French—6, Spanish—6; Scandinavian Languages and Literature—Norwegian—4, Swedish—4. In all, the bulletin lists 94 courses including 39 from departments that had used correspondence education prior to the centralization of the extra-mural activities. Correspondence study and other extension services were developed in a somewhat hostile, or at least unfriendly, climate, and it seems an almost miraculous accomplishment to more than double—*in the very first year*—the home study program. (It is not known how many of the courses that appeared in the 1913-14 bulletin

had been written and used prior to the founding of the department. Inasmuch as there is no record to point to such earlier development, it must be assumed that most of the courses in the bulletin were new.)

As an organized unit, the department accepted 83 registrations in the first fiscal year, August 1, 1913-August 1, 1914, and these along with the 29 registrations from independent, departmental correspondence study, made a total of 112 enrollments for the year. The 94 courses and 112 course enrollments were under the direction of 22 instructors. The fees were $12 for the three credit 24 lesson course. The five credit course had a fee of $20. There were, however, special rates for two courses—two 3 credit courses cost $20; two 5 credit courses $35; a 3 and a 5 credit course $30. The most accurate figures available indicate that there were 26 completions within the fiscal year; 4 cancellations and 1 expiration of enrollment. As of August 1, 1914, 81 enrollments were in force. Thus the Correspondence Department was under way to provide an ever expanding opportunity for those who must initiate and sustain their educational program through directed home study.

From these somewhat modest beginnings the department did grow, which indicates that conditions were right for the introduction of this "new" method of adult education. The growth was steady and unforced. Ten years later, in 1922-23, the department accepted 1,149 new registrations; had 1,992 enrollments in force during the year; 445 completions and 1,068 registrations in force at the end of the year. There were 187 courses taught by 51 instructors. The department had doubled the number of courses and instructors, but the registrations had *multiplied 15 times in ten years.* Not until the depression years of 1931 to 1937 were the yearly registrations to show a marked decline. Table I below presents a tabular list of new registrations and yearly averages by decades.

TABLE I

Yearly Course Registrations and Averages by Decades.

Year	Registrations	Year	Registrations	Year	Registrations	Year	Registrations
1913-14	83	1923-24	1,302	1933-34	1,492	1943-44	4,470
1914-15	102	1924-25	1,386	1934-35	1,589	1944-45	7,924
1915-16	199	1925-26	1,459	1935-36	1,687	1945-46	4,558
1916-17	239	1926-27	1,697	1936-37	1,909	1946-47	3,411
1917-18	180	1927-28	1,855	1937-38	1,986	1947-48	2,934
1918-19	256	1928-29	1,944	1938-39	2,170	1948-49	3,127
1919-20	595	1929-30	2,119	1939-40	2,090	1949-50	3,417
1920-21	809	1930-31	2,164	1940-41	1,991	1950-51	3,212
1921-22	888	1931-32	2,137	1941-42	2,372	1951-52	3,937
1922-23	1,149	1932-33	1,678	1942-43	2,538	1952-53	3,458
Total	4,500		17,741		19,824		40,448
Average	450		1,774		1,982		4,044
1953-54	3,102						
1954-55	3,602						
1955-56	3,853						

A summary of the new registrations by decades points to some interesting facts. As Table I indicates, by 1923 the department was accepting more than 1,000 new registrations each year. But the first years of the decade, while reflecting steady growth, were not spectacular. Only after World War I, actually 1920 and 1921, did the yearly new registrations exceed the 500 mark. For the first decade the average registration was about 450.

The registrations in the second decade never fell below the 1,300 mark and reached 2,000 in each of the years prior to the depression that came at the end of the decade. In 1923-33, 17,741 new registrations were made for an average of 1,774 each year.

The first four years of the third decade, 1933-43, were years of decreased enrollments in correspondence study as well as resident instruction. Not until the last two years of this decade, 1941-43, did the yearly enrollments significantly surpass the yearly registrations in the previous ten years. But it may be important to note that when economic conditions were finally stabilized (only to be disrupted by World War II) collegiate correspondence education at Minnesota not only recovered to equal previous enrollment levels, but clearly indicated or actually showed new interest and wider acceptance of the method. Thus at the end of the third decade new registrations were more than 2,500 per year. In all, the third decade produced 19,824 registrations, only 2,000 more than in the previous ten year period.

The fourth decade, 1943-53, were years of great acceleration in the use of correspondence education, particularly at the college level. The University of Minnesota, and other correspondence departments in American colleges and universities, were called upon to serve additional hundreds and thousands of students who had interrupted their resident curriculums for military service. Soon after the United States entered World War II, governmental programs were established to assist the student and enrollments multiplied in almost overwhelming proportions. The registrations in the first year of this decade produced a 76 per cent increase over the previous year, and the next year was to show another 77 per cent increase. In the first three years of the 1943-53 decade the department accepted nearly as many registrations as were made in each of the two previous decades. The total for the ten year period is 40,448 or double the total for the previous decade.

In another section the use of correspondence education under governmental subsidy will be evaluated, but it should be mentioned here that obvious difficulties of communication between student and department resulted in high military enrollments with limited opportunity for course completion. It should be noted too that after the expected decline of the military sponsored enrollments, the yearly registrations seemed to settle to a new and higher rate. After 1946, the yearly registration ranged from about 3,000 to 3,900 or about 1,000 to 2,000 more than the average for 1933-43. It seems apparents that after the stimulated increase

of World War II, correspondence registrations at the University of Minnesota have leveled off at a figure that is somewhat higher than pre-war enrollments.

PURPOSES OF CORRESPONDENCE EDUCATION

The University of Minnesota, as noted, was one of the first to accept the idea of some responsibility for educational service to the adult population, and went about to establish those services that could extend the resources of the University beyond the limits of the campus. Embodied in this acceptance were concepts of adult learning ability, education as a life long process, the necessity of continuing education for citizenship in a dynamic society, the awakening and fostering of a civic and social consciousness, and perhaps others. These were the "new" principles of adult education, and the University enthusiastically endorsed the extension movement, notwithstanding some faculty opposition. In those areas where classes and courses were to implement these concepts, the Division developed programs to cover a wide variety of educational needs.

In correspondence education the first courses were counterparts, or as near counterparts as possible, of resident classes. This kind of course—the regular collegiate course, covering essentially the same content as a regular campus class—became the hallmark of the correspondence program. These courses were to be designed to provide equivalent credit of resident instruction, and the satisfactory completion of the courses was to allow, within specified limits, transferable credit toward degree curriculums. At Minnesota, as in other American universities that accepted the usefulness of the correspondence instruction, the correspondence program tended to be erected around the traditional liberal arts curriculum. To the present time the offerings of American correspondence departments of the public institutions of higher education reflect a preponderant number of subjects for the Arts degree. The liberal arts theme in correspondence education is understandable. The liberal arts was the traditional and the central curriculum in the university, and, therefore, was most likely to be used for correspondence education. Moreover, the emphasis, at least at Minnesota, was on the development of courses that could be completed by serious students who were interested in earning credits toward a degree. (There are numerous references to the fact that correspondence courses were to be written for the serious student and that the courses were to be *study* courses, not merely for the dissemination of general information.) The liberal arts courses had, of course, the widest application for the student unable to come to the campus to initiate or continue his education. Finally, the liberal arts courses were more readily adapted to the correspondence method. The courses in English, history, economics, psychology, etc., were essentially reading courses, based on textbooks and accessible references. With no complications of laboratory procedures, and limited only by the problem of enough reference material, adequate study guides or syllabi could be prepared for

these courses around approved textbooks. The reference problem was at least partially solved by the Correspondence Department Loan Library, the University of Minnesota Library extending its service to the correspondence student, and the Extension Library Service of the State Department of Education.

The purposes of correspondence courses and the kinds of students to be served by these courses is rather clearly stated in the 1913-14 bulletin: "Correspondence teaching is of significance to many students; *to the teacher,* whom experience has taught the need for further study for individual satisfaction and professional efficiency; *to the college graduate,* who desires to take up some study he did not pursue in his resident work; *to the man or woman,* who left school early and who now feels the value of broader training to make either life more interesting or work more productive; and *to the young high school graduate* who desires to begin his college studies. When correspondence teaching is fully developed, it can offer something to everyone in the community, whatever his age, training, occupation or interests. Even at the present stage it meets the needs of very considerable numbers and many different classes." Apparently the early emphasis was on the preparation of those liberal arts courses that could assist the student in earning credit for a degree, teacher's certificate, or direct educational application; but the more general or the adult educational purposes of the courses were certainly not overlooked. To the above groups might be added, with some overlapping, *the college student* who is interested in courses that can be completed during periods of interrupted resident instruction or might need additional credits for graduation; *the high school student* who needs courses for admission to professional colleges within the university, or needs to rectify some high school deficiency for high school graduation or college entrance; and *the technical or semiprofessional worker* who must have additional training for occupational upgrading. The department has provided courses to cover these wide areas of human interest, and while the correspondence program is still strongly oriented toward the liberal arts curriculum and is primarily directed to the in-service education of teachers and collegiate students, non-credit, practical and high school courses have been added to assist those in technical fields, and to aid in the equalization of educational opportunity at the secondary level. Furthermore, with the development of special courses, correspondence education at Minnesota has been useful to parents in the ever difficult task of successful parenthood; in correctional institutions in an effort to bring educational rehabilitation; in hospitals of all kinds, where correspondence education can have a salutory effect in short or long term therapy and rehabilitation; and, of course, for the physically handicapped who have no opportunity to attend classroom lectures. All of these kinds of people have been served with varying degrees of success, but certainly most have been grateful for the opportunity to learn under the direction of competent University faculty.

SPECIAL PURPOSES AND USES OF CORRESPONDENCE EDUCATION

Group Study Plan

As early as 1928 there is evidence that the Correspondence Study Department established a group study plan. Under this arrangement any group or club could register for a correspondence course and co-operatively complete assignments. One member of the group acted as secretary or correspondent, and this person actually enrolled for the course. In most instances the group or club contributed to the registration fee. The group had complete flexibility in conducting its co-operative study plan, and working the assignments to be submitted through the secretary or correspondent. The returned lesson, with the instructor's comments, was the basis for further group discussion prior to the work on the next assignment. This plan was developed to extend the usefulness of correspondence courses and to combine the advantages of group and individual study. There is no credit for this kind of work, but group study is still a part of the correspondence program.

During the depression years of the 1930s, this method was modified to care for an emergency need—the need to provide aid to high school graduates who were unable to attend college away from their home town because of depressed economic conditions. In this plan any high school system might offer freshman college courses in its own locality, using the University's correspondence courses as a basis for the work. The school secured special teachers to supervise the home study room. Students were required to spend five days each week in study, and worked individually under the supervision of the room supervisor in preparation of the examinations to be given by the University and proctored by the Correspondence Study Department. Grades and credits were assigned by the correspondence faculty. The secretary or correspondent idea was retained, and lessons were completed on a co-operative basis. But each student kept notes and reports in preparation for the examination to establish individual credit.

Mr. A. H. Speer, Head of the Correspondence Study Department from 1928 until 1943, in writing about these "Depression Schools," as they were realistically called, indicated that ". . . about 200 high school graduates have undertaken to earn college credit by this plan, and 130 of these have entered 20 different colleges and universities. Many of the students have earned 45 or more college quarter credits before leaving their homes. The average number of credits earned in one year in these college study groups is about 30 per student. The plan has been successful because it has enabled high school graduates to use their enforced leisure profitably and to feel that they are part of the way toward their goal when they enter college. In another way, the plan has been valuable in that it has tended to eliminate inefficient students and thus keep from college attendance many who would have been certain

to fail in their freshman year." In a comprehensive investigation Mr. Speer found that the students from the study groups did superior work in college and concluded ". . . that the college credit plan in local high schools has not only allowed high school graduates to earn advanced credits at home, but has also trained them that they have done better work in college."

United States Armed Forces Institute

With the entry of United States into World War II, collegiate correspondence education was to "take over" in so far as possible, the disrupted resident curriculums of young men and women in secondary schools and colleges. Table I clearly indicates that the University of Minnesota experienced great demand for correspondence courses. The federal government was quick to organize the United States Armed Forces Institute. This remarkable agency, which is still operating, was to provide several educational services to military personnel, and the University of Minnesota was prominent in its early history and development. In view of the fact that high school and college students were to be the "men to man the guns," it was agreed that every effort be made to provide for educational opportunities either by continuing programs that had been set aside for military life, or by providing courses that would lead to military, occupational or technical development. Correspondence education was to be the means of accomplishing these aims, regardless of recognized difficulties associated with military duties.

The complete story of the USAFI is a fascinating one and one of the truly great achievements by men of high purpose. It cannot be fully told here, but in an age of understandably complicated bureaus and bewildering agencies, it is comforting to note that this particular organization seemed singularly fortunate in selecting leaders and advisors who were educators, and who were willing to consider all methods of extending educational opportunities to remote areas of the world under the most adverse circumstances. Perhaps most essential of all, these men recognized the importance of continuing education for military personnel, not only for the intrinsic good but for morale purposes as well. It is doubtful if anyone can accurately assess the true value of the extensive correspondence program initiated and sustained by the United States Armed Forces Institute.

The University of Minnesota has had two direct contacts with the USAFI program. In a gigantic effort to cover the educational needs of millions, the USAFI developed correspondence courses for elementary school work, for the high school student, for those interested in technical and trade subjects, for military duties and upgrading, and some courses for the college level student. All of these courses were to be supplied directly by USAFI, and in the organization of the collegiate-USAFI program several correspondence departments sold courses to the Institute. From 1941 until 1947 the University of Minnesota supplied, under special

contract, courses in college algebra, accounting, Spanish, economics, business administration and others. The University assumed full responsibility for the printing of the study guides that were delivered to USAFI headquarters in Madison, Wisconsin. These were distributed by the Institute and under their name. Registration was directly with the Institute.

The second affiliation with the Institute is in providing nearly all of the regular correspondence courses under special contract. These are the same courses as described in the University of Minnesota Correspondence Bulletin, but are offered to military personnel at reduced rates. Under this contract military personnel may register for any course offered by the department and pay only an enrollment fee. This is a nonrefundable registration fee and the cost of the textbooks. As the student completes the lessons, the government will pay for the lessons serviced. This contract allows the eligible serviceman or woman to save about 60 per cent of the cost of correspondence courses. Since 1941, with the exception of 1952 to 1954, the University of Minnesota has had such a contract with the United States Armed Forces Institute. This contract accounted for more than 50 per cent of the enrollments in 1944 through 1946 and even as late as 1951, 25 per cent of the registrations came through the USAFI contract. In evaluating the military-correspondence study program at Minnesota (and this would be equally true in a general appraisal of the program) it is important to make qualifications relative to course completions and normal student progress. The war years brought increased registrations, to be sure, but it is an understatement to say that war and preparation for war do not provide the best circumstances for correspondence study, or any study for that matter. Yet, some have critically pointed out the relative low success rates for the military-correspondence students. There is no question that completion rates were reduced 50 per cent or more, and military duties and difficulties of communication prevented many from completing even the first assignment. (This delay is made clear in a humorous letter from a GI, who wrote ". . . I could see myself sitting on the steps of the Old Soldiers Home, answering my name to mail call and finally receiving my textbook. At long last, armed with this education I would be prepared to face postwar employment problems. Of course, that would be postwar number three and I would be competing with my grandson.") The point is that low completion rates do not tell the full story, either at Minnesota or other colleges and universities that have participated in the program. The lower success rates do not bring into adjustment those cases where academic curiosity was first stimulated by means of correspondence study. Circumstances may have prevented systematic academic progress, but once aware of intellectual interests and determined to reach an educational objective, the soldier-student probably returned to civilian life with sounder values and renewed initiative. It is quite possible that the enormous enrollments in resident colleges in postwar years were at least partially stimulated by the educational opportunities provided by the United States Armed

Forces Institute and the co-operating colleges. It is well known that the returning veterans became serious and successful students. It is not presumptuous to believe that correspondence courses had some small part in the intellectual maturity manifested by these students. Furthermore, it is difficult to estimate the part that correspondence study has played in establishing morale among the occupational and fighting forces. Individual and group study, without reference to the rate of achievement, no doubt relieved the monotony in some foreign lands and isolated outposts. Finally, it should be mentioned that letters of sincere appreciation from servicemen and women testify as to the value of correspondence education during the war years. Many students, unable to regulate a schedule of lesson reporting, have registered their gratitude of the educational opportunities provided by USAFI and the colleges. To these students, their experience in correspondence work has been significant and meaningful. In view of these subjective items, it is not appropriate to interpret military correspondence education on the basis of objective evidence alone, although the objective data should be used to study ways and means of improving the military completion rates.

Veterans Administration (GI Bill)

In 1946 the University of Minnesota negotiated a contract with the Veterans Administration to provide correspondence education to eligible veterans under Public Laws 346 and 16. This contract, with periodic modifications, was in force from 1946 until January 31, 1955. Under terms of this contract, veterans were allowed to pursue correspondence courses related to an educational or occupational objective, and the Veterans Administration would assume entire cost of tuition, books and supplies. In the ten years that the contract was in effect, a total of 3,923 GI registrations were accepted, or about 11 per cent of the new registrations for this period.

In 1951 educational benefits were extended to veterans of the Korean conflict, and in 1952 correspondence courses were again made available to eligible applicants through Public Law 550. Some of the features of the previous legislation were eliminated, and no formal contract was negotiated to list the acceptable correspondence courses. In place of the contract, all educational programs were to be approved by the State Department of Education or similar agency. Despite the fact that the Korean Bill was intended to eliminate many of the complicated procedures that had characterized the previous legislation, additional restrictions were made on the application of correspondence courses in occupational and educational programs. Recently, however, the Veterans Administration has modified regulations which will allow a veteran to initiate a degree program through collegiate correspondence courses. Veterans can now move from correspondence study to resident study without penalties, but the veteran in resident study cannot use correspondence courses to supplement or complement his resident curricu-

lum. These and other technical limitations, along with the fact that the veteran student can secure an educational allowance to cover only the tuition cost of the correspondence course, make the veteran-correspondence program unattractive and often too complicated to pursue. At Minnesota only 116 registrations have been made through Public Law 550 from 1952 until July 1956, or less than 1 per cent of the yearly registrations in this interval.

The veterans-correspondence program at the University of Minnesota has had, at best, only limited success. There are a number of reasons for this conclusion, but only the most obvious will be mentioned here. The Veterans Administration was, by Congressional action, delegated to handle all of the details of the "GI Bills," and by admission of the more forthright executives, it was not prepared to process millions of students requesting resident program of all descriptions, not to mention the demands of vocational students, on the job trainees, rehabilitation cases, and part-time extension and correspondence students. All sorts of educational and training schemes and "schools" were devised to assist the GI in spending his educational allowance. Some were legitimate, many questionable, and several outright rackets. The magnitude of the job for the Veterans Administration was staggering and completely overwhelmed this non-educational agency. It simply did not have the personnel, the training or facilities to administer this extraordinarily diverse educational program effectively. From the beginning, collegiate correspondence education was considered as any other "mail order course," and the Veterans Administration was either unwilling or unable to differentiate between the kind of educational service offered by the private or proprietary correspondence schools and that made available by the correspondence study departments of the recognized colleges and universities. In a relatively short time the veterans-correspondence program at Minnesota became entangled in complicated regulations, directives, rules, limitations, and a variety of interpretations by a host of regional offices. Add to these the necessity of a centrally negotiated and cumbersome contract, extensive delays in clarification of points of differences, tedious reports, and complicated billing procedures and it is understandable why many veterans did not use their benefits for correspondence education and why many correspondence study departments quickly terminated their contracts. The program was never flexible enough to make the maximum use of collegiate correspondence courses.

Of the veterans that registered, several completed a number of college level courses, and for this group the program was successful. Unfortunately there are no accurate figures on the course completion rates, but in all probability the veteran rate is lower than that of the civilian students. It is regretable, but probably true, that many veterans enrolled simply because the government would foot the bill. The relatively few who earned a number of college credits or satisfied specific educational

needs were serious in their study and grateful of the opportunity, but certainly they were in the minority at Minnesota.

Rehabilitation Departments

One of the main uses of correspondence education has been to assist in the rehabilitation of handicapped persons. In most states a department of welfare or similar organization is established to provide vocational guidance and educational services for physically or mentally handicapped children, youth and adults. The counselors in these agencies have used correspondence courses in various ways and for different purposes. For those able to handle the courses (with some assistance or delayed progress) the courses are selected in relation to the long or short range rehabilitation of the patient, and generally related to some future employment. Thus the individual may study courses in business administration and accounting with the aim of home employment, particularly if his handicap prevents him from going to a job or limits full-time employment. Some temporarily handicapped patients complete courses to gain requisite background for a new vocation. For example, the out-of-doors technical worker may have to seek, for medical reasons, an inside job and can at least partially prepare through correspondence courses—during the period of recovery from injury or disease—for his contemplated occupation. It can be said also that the courses have been used as part of the patient's therapy. Even with major handicaps or illnesses, some of these less fortunate people are anxious to have the mental stimulation of directed study. In the long hours of convalescence correspondence courses have often been important to the patient's morale.

In Minnesota the State Department of Rehabilitation has made effective use of correspondence courses. Counselors select courses related to the patient's needs, and the entire cost is assumed by the state agency. Each year the department accepts from 20 to 40 registrations from rehabilitation agencies, about 75 per cent originating in Minnesota. These students are confined to state or federal hospitals and sanitoriums, or are receiving rehabilitation guidance at home.

There are numerous examples of what has been done for the handicapped through correspondence courses, but perhaps one illustration will make the point. A young Minnesota man of 25 was severely stricken with poliomyelitis and was badly paralyzed. He was not only severely handicapped physically but was, understandably, despondent. Through good psychiatric care, the efforts of a number of people and some correspondence courses, this person was able to secure a very interesting job. He studied languages and is now employed at home by one of the large engineering companies as an abstractor of scientific articles published in foreign languages. The company has made a special electronic device for reading and turning pages of magazines while confined to his special bed. This young man does not have the use of his arms or legs, but his mind is active and productive.

In appraising the use of correspondence education by the handicapped, it is well to remember that course completion is not always the important factor. The usefulness may be in the very fact that the courses are available and can be and are used to give a mental lift to some very discouraged people. With the variety of courses offered, it is possible to meet a number of educational needs for this special group.

Correctional Institutions

What has been said of the application of correspondence study to the rehabilitation of the physically handicapped can be applied equally to those confined to prisons, reformatories, and other correctional institutions. While it can be argued that these persons are not as deserving as those who are physically afflicted, enlightened penology has given considerable attention to the educational needs of the incarcerated. Educational deficiencies may be one of the reasons for commitment, and certainly additional educational opportunity can be an important item in restoring these individuals to useful places in our society. Many institutions have full time educational directors and operate an educational program. Correspondence courses, however, have complemented and supplemented these formal courses of study. Minnesota has accepted correspondence registrations from the major correctional institutions within the state as well as from several federal institutions. Soon after the organization of the Correspondence Study Department a co-operative arrangement was made to supply courses to the State Prison at Stillwater. The department continues to serve a selected number who can handle college or secondary school instruction. Creative writing courses seem to be the most popular with prison personnel and some have gone on to successful writing careers, either in journalism or a related field.

Minnesota has been anxious to provide this kind of educational opportunity as a service to the state and the nation, and have worked out arrangements for tuition payments through prisoner welfare funds. The extensive use of correspondence courses within the state institutions, however, has been restricted by lack of money or provision for two state agencies to subsidize the program. It is quite likely that in the state prison and reformatories there are several inmates who could profit from credit or non-credit correspondence courses, but do not have the funds to purchase courses or necessary materials. On the one hand, the institution cannot appropriate funds for this sort of educational venture; and on the other, the correspondence department cannot "write off" the registrations. Unless family or friends or special welfare funds are available, the inmate cannot secure college level correspondence study courses. With more planning and integration between state level agencies and a modest amount of money, correspondence education could be significantly expanded in Minnesota correctional institutions.

The University of Minnesota, and some other American colleges and universities, provided correspondence courses to a very special group of

prisoners. These were prisoners held by the United States Armed Forces during World War II. Courses were provided at regular rates and under the regular circumstances. This was not a completely popular venture as some questioned the right of the University to extend its educational resources to our captured enemies. In spite of "some feeling" several prisoners completed courses in United States History and Government and no doubt gained considerable insight into the meaning of democracy and the Constitution of the United States. It is quite possible that these courses made some contribution to international understanding. At least one of these "prisoners-of-war" has been in the United States on educational missions and has become a helpful citizen of West Germany.

Correspondence Education as Supplementary to Educational Radio and Television

The Correspondence Study Department has participated in two special projects involving the use of mass communications in university credit courses. The first was an effort to combine some aspects of correspondence instruction with regular radio broadcasts of a university classroom lecture course. The course, American Philosophy; Puritanism to Pragmatism, was a regular resident class taught by Professor Alburey Castell and broadcast over the University Station, KUOM. Credit students enrolled in the Correspondence Study Department and paid the regular fee. In addition to listening to each of the three weekly lectures, these students were to be provided with supplementary mimeographed material and study assignments. Credit was awarded to those who successfully completed the assignments, and the mid-course and final examinations. The examinations were to be supervised by some department of the General Extension Division.

This first venture into classroom broadcasting for university credit was something less than a modest success. Many in the radio audience manifested interest in the credit arrangement, but the difficulties of co-ordinating and integrating the lesson and lecture material did nothing to stimulate completion for credit. Neither KUOM nor the Correspondence Study Department had full control of the supplementary material and consequently could not co-ordinate essential reading assignments with the lecture sequences. Unfortunately much of the necessary material for the home study student was not prepared prior to the classroom broadcasts, preventing an orderly flow of information and reading assignments to the credit students. With more planning and co-ordination, more credit students would have completed all requirements. At the end of the year, only two or three completed some of the lessons, and only one wrote the examinations and received a final grade.

In 1955 various departments of the General Extension Division—Radio Station KUOM, and Correspondence Study, with administrative and financial assistance from the Dean's Office—and the Institute of Child Welfare combined to produce a series of television lectures on

Child Psychology. This telecourse, made possible by a grant of free time from a commercial station, and presented by Professor Dale Harris, Director of the Institute of Child Welfare at the University of Minnesota, was carefully planned for three groups of viewers. It was assumed that the largest audience would be "just viewers," and other than listening to and viewing the lectures, would have no further participation in the series. For a second group who might want some written guidance to supplement the television lectures, an outline of each lecture topic was prepared and sold for a nominal fee. Finally, credit for the telecourse was established through registration in the regular correspondence course in Child Psychology. To earn the 3 quarter credits the student must satisfactorily complete the 16 lesson assignments, the term project and the final examination. Fifty-seven students enrolled for credit in this telecourse, receiving the correspondence study guide and having the additional advantage of the lectures and demonstrations via television.

In comparison to the radio-correspondence experience, the telecourse for credit was markedly more successful. Of the 57 credit students, 3 canceled, and 23 completed with a final grade and the grades were very good. This is an adjusted completion rate of 42 per cent, and while lower than the over-all completion rate in Child Welfare (62 per cent), it does strongly suggest the possibility of successfully combining educational television and home study courses for university credit. On the basis of this experience, it seems apparent that similar projects will need careful planning, complete co-ordination of the departments and individuals involved, and the necessity of teacher-pupil exchange for evaluation of achievement. With the erection of an educational television station in the Twin City area in late 1957 or 1958, more telecourses probably can be developed.

High School Correspondence Education

The inclusion of high school correspondence education as a special use of this method at the University of Minnesota may seem difficult to defend as the Correspondence Study Department has always offered courses in high school subjects as an integral part of the over-all correspondence program. In fact, even before the Department was formally organized, the College of Education had elementary courses in mathematics . . . "only for the benefit of those who cannot in any way pursue the subjects in school and who need knowledge of mathematics in their daily work or as a foundation for other studies." Notwithstanding this traditional inclusion of secondary school courses within the correspondence program, it is made clear that the University of Minnesota is not generally interested in providing courses at less than college grade, aside, of course, from special resident preparatory or remedial subjects and the University High School program.

The University, through the General Extension Division, has maintained correspondence educational service to the secondary schools and

the adults and students of the state who must use this method for special educational needs, although it may be argued that this function is primarily the responsibility of the State Department of Education. Certainly this state agency is responsible for all educational matters in the elementary and secondary schools, and probably should include correspondence education as a means of equalizing educational opportunity within the state. But no public department has come forth to challenge the current arrangement, or request relocation of high school correspondence instruction, and hence this phase of the program continues under the auspices of the University's Correspondence Study Department.

In continuation of this educational service, the secondary schools have suffered no loss of their educational prerogatives by making correspondence courses available to their students. As a matter of fact, the high schools might look upon the correspondence teaching staff as an extension of their own faculties. Registrations in courses that are to satisfy elective or required credit in the high school curriculum are accepted only with the approval of the superintendent, principal or counselor. High school correspondence courses have been of interest to the following students and adults:

Those in high schools where small enrollment does not permit a curriculum.

Handicapped students who cannot attend regular classes.

Those in high schools which do not offer courses, such as languages and mathematics, needed to meet specific college entrance requirements.

Those who, because of illness or financial difficulties, have been forced to drop out of school.

Those who have transferred from one school to another and may have had scheduling difficulties.

Those adults who have failed to complete a high school education and wish to do so.

Those who wish to study for personal satisfaction and cultural advancement.

In the last five years the high school program has significantly increased as more students seek to qualify for technical and scientific college curriculums. Thus the enrollment has practically doubled since 1952, with the greatest increase in mathematics. Currently registrations in mathematics make up 63 per cent of the high school enrollment. In comparison to other states, Minnesota has never fully explored the usefulness of supervised correspondence education to fill the gaps in existing secondary school programs, nor has this state fully utilized home study courses as a means of introducing the pupils still in school to a method of education available throughout adult life.

MINNESOTA STUDIES IN CORRESPONDENCE EDUCATION

In academic circles there has been some natural curiosity about the correspondence process and its students. Apparently up to 1930 no formal investigations were made although the annual statistical report indicated general information about registrations, completions, geographical distribution of students, course registrations, and other items.

In 1930-31 Dr. Herbert Sorenson, Assistant Professor of Education, compared the intelligence test scores and achievement for evening and correspondence students. He had 20 students in his evening class in Educational Psychology and 35 corrspondence students in the same subject. Both groups were given the Otis Self-Administering Test to test aptitude, and the final examination for the course. It was found that the scores for the evening class show a wider range of achievements, and the achievements of the class are not quite up to the level of the correspondence group. Moreover, the median of the correspondence group intelligence score is higher than the median of the evening class intelligence score. Dr. Sorenson concludes that ". . . the correspondence group has no extremely weak students, none as weak as found in the evening class. Those students are apparently eliminated by the severity of correspondence study."

During the 1930s rather comprehensive analyses were made of the correspondence records. Many of these investigations were supported through federal funds and the National Youth Administration. In 1936 Mr. Speer, head of the department, published the results of some of these investigations. He writes, ". . . One may learn from these records something about how students came to take correspondence courses; what their previous education had been, and what their interests are at present." In this analysis 6272 file cards for the years 1928-35 were selected at random. It was found that 79 per cent had previous college work ranging from one year of freshman work to two years of graduate study. Only four tenths of one per cent offered elementary school training, and only two-thirds of one per cent had only junior high school standing. In this survey, 98 per cent of the students were either ready for college or had taken some college work prior to their registration in correspondence study. A similar study for 1934-35 involving 1803 registrations indicated 85.8 per cent had college standing when they began correspondence, and an additional 13.5 per cent had taken some high school work. Five per cent were at the graduate level, and only 2 per cent had completed less than the tenth grade. This survey seems to indicate that the Department serves a group in which advanced educational standing predominates.

In other studies it was determined that most students register for university credit courses; that is, about 79 per cent. The remainder is distributed in noncredit courses, 11 per cent; certificate credit, 6 per cent; and 3 per cent in preparatory courses. These percentages are based on

the study of randomly selected records for 1928-35. No new investigations have been made to compare the results.

Age and occupation of correspondence students were tabulated in some of the studies. The 1934-35 study indicated the average age of the correspondence student as 28 years. Of the 1800 registrations, 45 per cent were less than 24 years of age, 12 per cent under 19, and 3 per cent 50 years or over. Slightly different percentages were found in the 1948-49 examination of 2658 registrations. The average age was 31 years.[1] The 19 or younger group made up 8 per cent, and little more than one-third (36.6 per cent) were under 24 years. More than half, 55.6 per cent, were 29 years or younger, and 6.6 per cent were 50 or older.

Occupationally it was found that professional men and women (lawyers, doctors, librarians, teachers, etc.) and the unskilled (day laborers, housewives and students) made up 80 per cent of the enrollment, divided almost equally between the two groups. (The professional and unskilled groups were two of the seven groups on the Minnesota Occupational Scale which was used as a basis for rating the correspondence students.) Mr. Speer writes . . . "The seventh group (unskilled), the largest of all in this investigation, is composed of day laborers, housewives and persons who can be classed solely as students. Clearly, teachers and students predominate in the total registration." The skilled group had 9 per cent, semi-skilled nearly 6 per cent, semi-professional 3 per cent, and farming and slightly-skilled about 1 per cent each. The 1948-49 examination of 1370 randomly selected record cards shows some percentage differences, but the same general results. The professional, unskilled, and skilled groups accounted for 85 per cent of the enrollment. There is good evidence to support the statement that the Department continues to attract persons of all ages, most of whom are below thirty years of age; and that teachers and students still provide the bulk of registrations.

The writer has made two analyses of enrollments accepted in each of two fiscal years. The first study covered all registrations for 1941-42 and the second for 1948-49. In each instance the study was made several years after the registrations to allow ample time for terminal processes; that is, completion, cancellation, disenrollment, or termination. These investigations were concerned with the percentage of completion, the length of time necessary to complete courses, the number who do not initiate their study, the number who drop out after completing one or more assignment, etc. For 1941-42, 2,160 enrollments were examined. It was found that 978 or 45 per cent completed courses, 480 or 22 per cent canceled without completing the first assignment, and 702 or 33 per cent dropped after completing one or more lessons. If it is assumed the cancellations should not tend to lower the completion rate, and should therefore be subtracted from the enrollments, the resulting adjusted completion rate is 58.2 per cent. In the second investigation of the enroll-

[1] Dr. Morton found (*University Extension in the United States*, p. 88) the median age of correspondence students as approximately 25 years.

ments for 1948-49, 2,957 cards were studied. These showed 42 per cent completed, 35 per cent dropped after completing one or more lessons, and 23 per cent canceled without submitting an assignment. The adjusted completion rate is 54.1 per cent. Conclusions are:

1. A significant number of correspondence students complete all requirements in their courses, including the final examination. The University of Minnesota has a respectable success rate of better than 50 per cent completion.
2. There are slight but probably not significant differences in completion rates when classified on the basis of number of lessons per course.
3. The completion rate in subject matter areas is variable. The range is from 30 per cent in Journalism and 26 per cent in Mathematics to a plus 83 per cent in Health. The highest completion rates are in those areas frequently used by teachers and students for academic credit. The direct need for and application of credit earned seems to be reflected in higher completion rates.
4. The number of lessons in a course does not seem to have marked influence on the time necessary for completion. The average completion time was 28 weeks, but about 65 per cent completed in less than 25 weeks, and 45 per cent in less than 20 weeks.

In addition to these rather formal investigations the annual reports indicated that about 60 to 65 per cent of the enrollments come from Minnesota. The remaining 40 to 35 per cent are distributed throughout all of the states and many foreign countries. The registrations are almost equally divided between men and women, with a very slight percentage in favor of the men. In two counts, one in 1948-49 and another in 1955-56, it was found that women made 49.2 per cent and 48.3 per cent of the total registration, while the male enrollment was 50.8 per cent and 51.7 per cent.

Completion rates deserve an extra word of explanation. It has been erroneously assumed that correspondence education has an alarming number of noncompletions. This is not necessarily true of collegiate courses, and Minnesota and other correspondence departments have respectable success rates. Unfortunately the only reliable method of determining the exact completion rate is to analyze the records for a given year. This cannot be done at the end of the year as the registrants of the later months have no opportunity to participate in their courses; that is, correspondence education is a continuous process and does not always offer a convenient summation date for actually counting the number of students that cancel, disenroll, complete, and drop their work. The studies mentioned above (for 1940-41 and 1948-49) were conducted to find this kind of information. Obviously they had to be done some years after the actual enrollments to make certain that all of the possible terminal processes had occurred. In view of the fact that precise and accurate data are

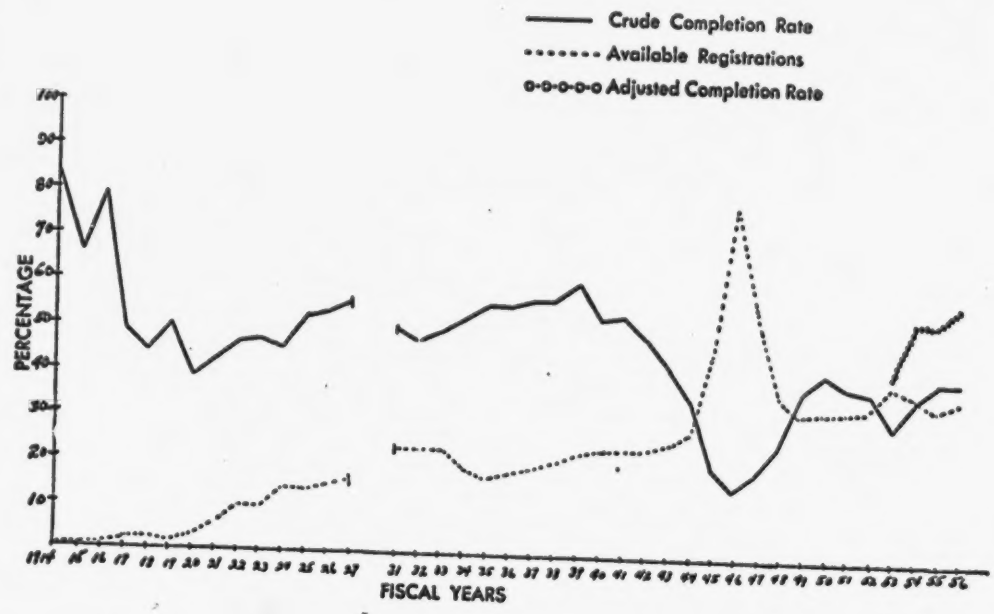
TABLE II

Per Cent of Completions on Registrations Available for the Year

Fiscal Year of	Registrations Available	Completions	Per Cent	Fiscal Year of	Registrations Available	Completions	Per Cent	
1914	31	26	84	1935	1608	889	55.94+	
1915	73	49	67	1936	1683	941	55.8—	
1916	71	56	80	1937	1812	1029	56.9	
1917	224	110	50	1938	1905	1085	56.9	
1918	222	99	44.6	1939	2139	1306	61.1	
1919	181	91	50	1940	2154	1133	52.6	
1920	245	124	50.5	1941	2117	1145	54.1	
1921	576	226	39.2	1942	2176	1060	48.7	
1922	914	396	43.3	1943	2288	997	43.5	
1923	934	445	47.6	1944	2572	924	35.9	
1924	1258	582	46.3	1945	4458	928	20.9	
1925	1293	684	53	1946	7702	1197	15.54	
1926	1421	769	54	1947	5406	1061	19.6	
1927	1562	871	55.7	1948	3600	912	25.3	
1928	1757	903	51.4	1949	3296	1260	38.2	
1929	1914	952	50	1950	3266	1384	42.3	
1930	2067	1105	53.5	1951	3257	1276	39.1	
1931	2174	1092	50.3	1952	3379	1279	37.8	
1932	2230	1086	48.7	1953	3933	1190	30.3	42*
1933	2198	1092	50	1954	3764	1325	35.2	54*
1934	1793	958	53.4	1955	3512	1433	40.7	54*
				1956	3743	1515	40.4	58*

* Adjusted Completion Rate $\frac{\text{Enrollment—canceled without lesson service}}{\text{Completions}}$

Figure 1



so difficult to secure, many statistical devices have been employed to arrive at nearly any figure that is desired as far as completions are concerned. Some of these are misleading, and some are inaccurate, but there are some fairly good estimates and "raw" or crude completion rates. Thus completion rates can be the ratios of completions to the available enrollments. Table II on page 23 lists the per cent of completions based on the available registrations for all years since 1913. (The available enrollment is the total of registrations in force during the year less the number of registrations in force at the close of the year. For example, in 1955-56 there were 3743 registrations available and 1515 completions or 40.4 per cent.) It is apparent that percentage of completion is higher when less registrations are available. In the early years, relatively few registrations could and did produce high completion rates. It should be noted that this is a crude or raw completion rate, and there is a strong argument for the adjusted completion rate that allows the deduction of these students who did not complete a single lesson and therefore did not participate in the course. The adjusted rate is available for the years 1953 to 1956 and of course the success rate is higher. Figure 1 presents completion rates graphically.

INTRA-UNIVERSITY RELATIONS

Administrative Responsibility

It seems apparent that when President Vincent established the General Extension Division he had in mind an organization that would have equal status with the colleges within the University. Notwithstanding the fact that the Division was to remain under a director rather than an academic dean for more than 30 years, structurally at least the Division was to be considered as a co-equal of the various colleges. To be sure, both within and without the Division there has been occasion to question the relative academic prestige of the General Extension Division, both in terms of administrative consideration or lack of it and some faculty criticism of the extension idea. Certainly the Division has not had the same proportional financial support as that given to the colleges. In 1946 the directorship was changed to the rank of dean.

It has been noted that Correspondence Study was one of the original departments within the General Extension Division and was directly responsible to the Director of the Division. Currently the line of administrative responsibility comes from the Board of Regents to the President of the University to the Dean of the Extension Division to the Director of Correspondence Study.

Financial Support

Apparently in the early years of the Correspondence Department the fiscal matters were a part of the over-all operation of the Division. There seems to be no detailed record of funds appropriated for the department, or a precise statement of income from student's fees. Inasmuch as the department had no official executive officer until 1922, it is quite probable that the financial items were made a part of the annual budget of the Division.

The funds for operating the department come from three principal sources—income from student's fees, appropriation from the University, and allocation of money from the General Extension Division. Each of these three sources has, in different years, been extraordinarily important in meeting financial obligations, but, as expected, tuition fees supply the bulk of income.

In the beginning funds were made available from the general grant to the Extension Division as subsidy was essential. During the war years enrollments were high and completion rates low to make for an excess of student's fees. In this period balances were extended to be gradually used as registrations declined. In some of the depression years deficits were covered by funds within the General Extension Division. On the basis of total expenditures, including administrative and instructional salaries, the department has been about 80 to 90 per cent self-supporting. Here are comparative data for four fiscal years selected in each of the decades. With the possible exception of 1924-25 the expenditures include

the administrative salaries as proposed on the annual budget. It is quite probable that all salaries are included in the 1924-25 figures but there is no detail to provide positive evidence.

Year	Estimated Budget*	University Support	Actual Income Student's Fees	Expenditures
1924-25	$17,500.00	$ 1,940.00	$18,851.66	$16,825.11
1933-34	21,195.00	3,500.00	20,650.00	25,570.00
1944-45	42,921.00	3,010.00	90,764.73	86,616.00
1955-56	69,814.00	13,139.00	73,168.46	82,022.00

* Includes estimated income and university support.

Courses and Credit

Inasmuch as most of the correspondence courses are designed for students interested in degree credit, close inter-departmental co-operation has produced many courses that carry the same credit value as resident classes, and consequently the courses and the classes have the same general content. Each college within the University has given consideration to the development and teaching of suitable correspondence courses that might be used to complete required or elective credits in a variety of curriculums. As has been mentioned, many of the courses have centered around the Arts College requirements.

Credit courses are now organized under the following academic headings: agriculture, anthropology, art, astronomy, business administration, child welfare, economics, education, engineering, English, geography, geology, health, history, horticulture, humanities, industrial relations, journalism, mathematics, library science, music, philosophy, physical education, physics, political science, psychology, sociology, speech and languages, including Chinese, French, German, Italian, Greek, Latin, Polish, Serbo-Croatian, Russian, Spanish, Swedish, and Norwegian.

The college and to some extent the academic departments have established certain restrictions on the use and application of credits earned through correspondence study. As expected, the limitations vary with the college, school, or department. For example, the College of Engineering requires about 250 credits for a degree and will accept a maximum of 80 credits from correspondence courses. Most of the credit courses are applicable to the general, first-year engineering curriculum. The college of Science, Literature, and the Arts, on the other hand, has no limitation on credits earned in the junior college program, and only general restrictions on upper division courses.

In the matter of courses not organized for degree credit, the Extension Division has complete jurisdiction. Some courses are designed for special purposes, including certificate credit courses, non-credit courses, and high school level subjects. While the department has authority to develop and teach such courses, all are established with the approval, co-operation, or knowledge of the resident academic department. In many instances the Extension credit or certificate credit courses are of

collegiate level, but have no resident class counterpart and provide credits that are acceptable in the Extension Certificate programs rather than meeting the requirements for a degree. These courses, and those for no credit and high school courses, are obviously established to meet particular educational needs of a special group of people.

Recruitment of Staff

For the most part the correspondence teaching staff is recruited from the University faculty. Some off-campus instructors are employed with the approval of the academic departments. About 18 per cent of the current staff comes from off campus sources. Some courses are taught by academic faculty employed on a full time basis for teaching in the General Extension Division. For these, correspondence instruction is a part of their regular teaching duties during the academic year, but payment is made for services during the vacation periods.

Correspondence instructors are secured through departmental chairmen or by direct individual contact with departmental approval. Payment for correspondence teaching is made on a per lessons basis. The current rate established by the University and approved by the Board of Regents is 80 cents per lesson. Payment is also made for writing correspondence study guides at the rate of $35 per credit or equivalent in lesson content.

Tuition Rates

Tuition rates for correspondence courses are determined by departmental recommendation, with approval of the Dean of the General Extension Division, the University Fees Committee, and the Board of Regents. At present the rate is $6 per credit hour or its equivalent in lesson content. There is a $2 per course fee for residents other than from Minnesota.

PEOPLE — APPRAISAL — FORECAST

However difficult it may be to write objectively about those activities that are of personal concern, it seems important to close this historical sketch with a backward glance, a look at the present, and a glimpse into the future. To be sure the forthcoming summation will be slanted, as it is extremely difficult for the present director to view, with impersonal detachment, the ramifications of the Correspondence Study Department. But even at the risk of personal coloring, it seems worthwhile to examine with a critical and sweeping eye the role of correspondence education at the University of Minnesota. Perhaps this critical evaluation will provide clues as to the merits of this kind of educational effort at institutions of higher learning.

Correspondence study is dedicated to the proposition that learning is a life-long process, and while this method may continue to attract only a relatively small portion of the adult and young-adult population, its value should be measured in the full context of equalization of educational opportunity. Its usefulness must be judged in relation to the educational maturity of the students it serves. Surely it has been an approved method for those serious students willing to marshal their intellectual resources and to place greater emphasis on the role of independent thinking and critical evaluation. It has been, in many instances, the only educational stimulation for the homebound, handicapped, and others who simply cannot participate in more regulated learning programs.

The past, as far as the University of Minnesota Correspondence Study Department is concerned, indicates a rather ready administrative acceptance of the general idea of extension work, including correspondence study. There can be no question that the strong foundation on which the Extension Division was to flourish was firmly constructed by its creators, Dr. George Edgar Vincent and Dr. Richard R. Price. President Vincent's announced intention was to make the University "statewide" by a broad development of extension services, and he steadfastly defended his intention against all opposition. A less resolute man may have compromised on many occasions, but Dr. Vincent, through magnificent academic statesmanship and undeviating devotion to the welfare of the state, consistently refrained from allowing the General Extension Division to be undermined by academic bias. James Gray, in his beautifully written volume, *The University of Minnesota* (p. 209) (University of Minnesota Press—1951), makes these comments about President Vincent in reference to the founding of the Extension Division.

> "Vincent knew that the chief difficulty, faced by anyone who wished to create an extension program for a statewide university, was the implacable, snobbish hostility of the Brahmins of education within the institution itself. Such men were strongly inclined to believe that opportunity should be reserved for the elect. To encourage extension work was to open the citadel of culture to an invasion of barbarians. Destruction lay ahead for those who attempted to admit to the company of academic aristocrats any part-time, night-time beggars of scholarship. Forearmed with the knowledge that such attitudes threatened the co-operative spirit which he tried in any academic struggle to evoke, Vincent proceeded cautiously with his plans."

It is probably the rankest kind of understatement to say that without the forceful leadership of President Vincent the General Extension may have been left to grow, or perhaps even wither away, in a more or less unfriendly academic atmosphere.

With the complete and vigorous backing from President Vincent, Dr. Price who, incidentally was carefully selected as Director by Vincent, had the "green light" for development and expansion of the idea of the

"statewide university." But the gains were not always easy, despite favorable administrative support and some important faculty allies. Battles were to be fought—many to be won, some to be lost, but always, as far as Dr. Price was concerned, in the cause of educational service to the state. Again James Gray turns some neat phrases as he writes: "Clothed in the immaculate respectability of his Harvard degree in classics, carrying the sword and buckler of faith in what he was accomplishing in service to the state, the director (Price) won more fights than he lost." Gradually skepticism was dispelled, and many joined the Extension Division in pushing the boundaries of the campus to the borders of the state. Many saw the opportunity for the university to meet its pledge to the state, for if people were to be ennobled by understanding, this was a means of fulfilling this high purpose—a rare opportunity to bring the university to the people—the very people who contributed to the ongoing of the university.

During the presidential terms of Drs. Marion LeRoy Burton and Lotus Delta Coffman, a period from 1917 until 1938, the General Extension Division was a growing and healthy child. Certainly under these presidents the Division did not lack for friendly administrative favor, and while both men were builders in their own right, they frequently borrowed from the policies established by Vincent. It was, for example, Dr. Coffman who in 1936 conceived the idea of a Center for Continuation Study, and established the first such center at an institution of higher learning. This center, now a department within the General Extension Division, was to become a small, self-contained resident college for professional, semi-professional, and technical people who could come to the campus for short courses and institutes. The teaching staff for such intensive courses to be drawn from the university faculty. This provided another opportunity for a variety of people to share in the rich learning resources of the University, and is not wholly inconsistent with Dr. Vincent's idea of a statewide university. Moreover, President Coffman's basic credo was a belief that it is the chief right of all men living under democratic rule to have a chance to fulfill his capabilities through education, and there is nothing in correspondence education that is disturbing to this concept. Dr. Coffman's undergraduate work, by the way, was conspicuously filled with correspondence courses that he used to cover gaps in his knowledge and to satisfy requirements for graduation. It seems clear that Director Price had sympathetic support for continuation of the extension idea.

From Coffman's death in 1938 until Dr. Price's retirement in 1943, the Division, including the Correspondence Department, seemed to come to full maturity. Now the ideas had been soundly tested; now there was more acceptance of this kind of educational service; now the faculty hostility had been attenuated, and now Director Price could look back on interesting, often turbulent, experiences. Now he could scan 30 years of eminently successful leadership. Dr. Price could leave in the secure

knowledge that his building had the hallmark of a true educational craftsman, and that his successor would have a going concern.

The Correspondence Study Department has had six officially listed "heads of department" or directors. Mr. William C. Smiley was the first, although Mrs. Sara Van Dusen was listed as secretary from 1918 until 1922, and apparently acted as the chief administrative officer. The 1921-22 budget listed her as "Head of Correspondence Study," but there is no evidence that the actual appointment was made. Mr. Smiley, an attorney, was an instructor in the Extension Division, teaching business law for evening and correspondence students. He was appointed acting head of correspondence in 1922. He was responsible for arranging the clerical and administrative procedures in the department. Among other things, he established a course numbering system to facilitate the filing and sending of lesson materials. Many of the office practices developed by Mr. Smiley are in current use.

Mr. Smiley died in 1926 and was succeeded by Irving Jones who had an administrative appointment in the Summer Session. Despite the dual responsibility and a relatively short tenure, Mr. Jones added to the educational stature of the correspondence department. He was successful in developing many new courses during his term as director. He resigned in 1928 and was succeeded by A. H. Speer who continued until 1943.

Mr. Speer's directorship covered 15 years, the longest tenure to the present. He was to share his administrative time as Resident Manager of the General Extension Division Minneapolis office. Mr. Speer had some of the very difficult years in the department, ranging from the perplexing problems of the depressed 1930s to the beginning of the war complexities of the early 40s. Between these extremes ran the gamut of administrative problems, not the least of which was the task of building the department on frequently restricted budgets. That he succeeded in meeting and solving these problems and was able to continue the development of the home study idea in the face of increasingly complicated circumstances is adequate proof of his administrative ability. It was during Mr. Speer's term that promotional devices were used to bring to the attention of the people of the state the opportunities for directed study through correspondence courses. He used direct mail pieces and paid advertisement, the latter appearing in approved educational journals primarily for Minnesota readers. These kinds of promotional material are still used by the department.

The present era emerges with the appointment in 1943 of Julius M. Nolte as Director, and later Dean, of the General Extension Division. During the first years of his administration, extending through the rather short presidential terms of Guy Stanton Ford and Walter C. Coffey and into the term of the incumbent President James Lewis Morrill, who came in 1945, the Division, in fact the entire University,was busy with war and postwar problems. Mr. Nolte, who had taught extension classes in Duluth as early as 1921, and who had more recently served as director of the

Center for Continuation Study, selected James L. Lombard to follow Mr. Speer as head of the correspondence department. Mr. Lombard had been a field representative for the Division. Through his approximately one and one-half year term, 1943-45, and that of his successor, Watson Dickerman, 1945, the Correspondence Study Department had its greatest enrollment. The military program was under a full head of steam, and this combined with difficulties of staff, supplies, and communication resulted in a multiplicity of administrative problems. Both Lombard and Dickerman did well to keep abreast of the daily demands, and had little or no time for long-range planning. With the resignation of Watson Dickerman in 1945, the writer assumed the "chair" as the administrative head. The title was changed in 1947 to director.

In many public offices there seems to be at least one person who has, for several years, become identified with the "cause" and who has, by sincerity and devotion to duty, compiled an enviable record over a score or more years. The Correspondence Department is no exception, and no historical statement of the department, however brief, should overlook the contributions of Miss Jennie Williams who has, for more than 30 years, held a variety of official and unofficial titles—secretary, office supervisor, adviser, counselor, assistant head of department, assistant director, etc. She has been associated directly or indirectly with all of the men who have headed correspondence education at Minnesota. For new heads or directors she has been the source from which the administrative details could be arranged into a meaningful operation. She has been selfless in her willingness to give time and effort to the proper performance of those duties that bring greater educational service to the students. Miss Williams' services are invaluable to the department.

What lies ahead for correspondence education? As far as correspondence study associated with institutions of higher learning is concerned much will depend upon establishing or continuing a favorable philosophy toward educational services other than those provided in the regular day programs. The institution must first accept, and many have, the idea that adult education as served by extension programs is at least partially a responsibility of the university. It must be further agreed that correspondence study is an approved and important means of meeting the educational needs of a small, but worthwhile, segment of the population. In times of economic stress, the institutions may even be called upon to decide its relative importance; that is, is correspondence education more or less important than some of the other services rendered by the university? The institution's attitude toward correspondence department will be reflected in the amount of financial support given this service. Like other educational programs, collegiate correspondence probably cannot be financially self-sustaining on the basis of student fees. Some amount of subsidy will be necessary. If the experience at the University of Minnesota is not atypical, the minimal amount of uni-

versity support will range from 10 to 25 per cent. Unless some of these basic concepts are accepted and certain obligations assumed by the institution, it becomes somewhat meaningless to speculate about the future use and development of collegiate correspondence education. Up to this time the University of Minnesota has been willing to support correspondence study educationally and financially. There is no reason to doubt its willingness to continue this educational service to the state and nation.

Before speculating on the new uses of the correspondence method, it might be important to review the purposes for which the system was developed. Correspondence courses as a part of the university program were primarily established for the serious student unable to come to the campus. It should be emphasized and brought into sharper focus that correspondence education is not generally the program elected by the less ambitious students. In general, successful correspondence records are compiled by those able to give serious attention to details of high scholarship. The very method itself has the tendency to cull the enrollment. This method is most successful for those who are able to sort out and organize ideas, and perhaps more importantly, are able to express these ideas through the written word. Whatever new academic, technical, or vocational areas might be explored for new uses of correspondence education, and to be sure these should be considered as future possibilities, the heart of correspondence education at public institutions of higher education is still the liberal arts curriculum. The department should restate its main functions (a) in providing the basic arts courses that parallel the content of the resident classes, and (b) in establishing those scholastic standards that are consistent with the high purpose of the university. It is the honest projection of the arts curriculum along with the marked scholastic accomplishments of mature and talented students that give great strength to collegiate correspondence education. The institution and the department are mutually interested in protecting the integrity of the credits earned through correspondence study.

One of the areas for further use of correspondence education is in the early identification of gifted boys or girls. Not only could this method assist in the discovery, but could be extraordinarily helpful in providing additional educational opportunities once the superior student has been determined. In view of current world tensions it is now more urgent than ever before to discover as quickly as possible those young people who have the natural talents for leadership in science, education, government, business, and industry. The nation cannot afford to bypass a single educational method that will lend assistance in locating superior students, and that will provide a means of educational enrichment commensurate with their abilities. To the extent that we fail to give every talented boy or girl a chance for a first class education—elementary, secondary and university—we are courting disaster.

Unfortunately, correspondence education has not been generally thought about or used as a means of discovering the talented, or sup-

plementing the educational program of the gifted. The more rigorous scholastic requirements of correspondence study often attracts and identifies the superior student. Under the circumstances of greater independent effort and more emphasis on organizing and expressing ideas, the correspondence teacher has an opportunity to spot those whose work seems to indicate marked abilities. The student has the opportunity for individual effort, and a chance to proceed at his level of accomplishment. He has also ample opportunity for formulating ideas and defending them. With good teaching and guidance the correspondence student has more opportunity to make full use of his abilities than his equally gifted brother in high school or college. The resourceful correspondence teacher, with adequately prepared materials, will make the superior student extend his intellect to encompass the wide range of knowledge that must challenge him. In an effort to ease the specific crisis in technical and scientific education, to mention only one area of educational need, the nation could well afford financial support for inquiry into the possible uses of correspondence education in relation to the educational fare of the potentially good minds of the future.

Another area of investigation is the further use of correspondence courses in conjunction with or supplementary to educational television. Several correspondence departments have participated in telecourses, using some features of correspondence study for credit courses. In many instances correspondence has been the vehicle for the important exchange between the student-viewer and the teacher. This is the means of evaluating accomplishment and therefore the basis for credit. The present character of telecourses for credit suggests a "feedback" from credit students, providing some written material for determining student achievement. Correspondence course study guides or modifications have been useful for this purpose. Where academic credit is involved in telecourses, the institution should adhere to standards comparable to those which are applicable to its other modes of instruction, that is, if the institution is to protect the integrity of credits it grants by other methods. Correspondence study guides or similar materials would seem to be an increasingly important instrument in the credit telecourse.

Indirectly educational television and telecourses may assist correspondence education in another way. In those areas where educational television must lean heavily on the university for program material, it is natural that all functions of the university will be brought to the attention of the viewers. Here is an opportunity, promotionally inspired perhaps, to bring to a wider and probably more discerning audience the educational services of the Extension Division or its counterpart, including correspondence study courses. It is not inconceivable that this "advertising" will discover students whose educational needs can be served admirably by correspondence education.

The joining of correspondence education with television leads to another consideration—the more extensive use of audio-visual devices as

auxiliary to correspondence courses. Any device or material that will add another dimension to self-study is educationally important. Presently phono-tapes and records make up the audio aids in correspondence education, and are generally employed in language courses. As mechanical sound reproduction becomes more readily accessible to the population, it is reasonable to assume that greater use will be made of recordings, and phono-tapes are particularly promising. Slides, charts, photographs, illustrations, and some film strips and films have been used to add to the written materials of correspondence courses, but much remains to be done. One of the more hopeful ways of extending the usefulness of correspondence education lies in the greater utilization of audio-visual aids in bringing additional sensory experiences to facilitate learning in correspondence study.

Correspondence study is a method of implementing the educational process. It is a unique, sometimes caricatured, often ridiculed, method of providing the necessary materials and teaching for those unable to come to centers of learning. It is organized and dealt with on an individual basis. At best, it is a method replete with opportunity for individual exchange and basic training in the organization and expression of ideas through the use of the written word; at worst, it is a somewhat lonely business, missing whatever enjoyment and experiences are gained from personal association between learner and teacher.

It has been said that there are at least three soundly tested ways through which an individual may begin his education—by direct contact with superior minds; by direct and reflective contact with the great minds of history, through books, music and art; by singular attention to a subject of study, prompted by intellectual curiosity and continued without coercion. Correspondence study embraces all three ways of initiating and sustaining an educational program. Direct communication between teacher and pupil, directed reading and reflection, careful and necessary organization of ideas, the stimulus to seek and systemize knowledge, the voluntary assumption of those restrictions necessary for concentrated study of the subject-matter area, meaningful enlightenment, purposeful scholarship—are all important facets of correspondence education.

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